

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

The system for people to communicate among each other is languages. And English, as an international language, has been used by all people in the world as the main means of communication. In the world of development of knowledge and technology, English has an important position as the language used internationally. In Indonesia, English is taught from kindergarten to tertiary levels. But in fact, the majority of people in this part of the world still cannot understand or use English well. Therefore, we must improve our competency in learning English through anything around us, whether it is tutoring, self-study, learning through films or songs or in other ways.

Listening, reading, speaking, and writing are the four skills that students must master in order to acquire English. Writing is a talent that involves the creation of words and the expression of thoughts, feelings, and opinions. This means that one of the most important abilities for English language learners is writing. The writing process is taught from childhood through to schools and colleges. Writing is something that is considered important and most difficult for the students in the language learning process and this skill needs to be mastered. According to Hamp-Lyons and Kroll (1997: 8) in Weigle (2002: 19), writing is defined by as an event that occurs in context, achieves a certain goal, and is correctly fashioned for the intended audience. As a result, writing serves not only to generate text but also to communicate with others in a social setting. Students are expected to be able to write texts or message in order to communicate with others. It is necessary, however, to see writing not only as an individual product, but as a social act as well. Writing is considered more complex than other skills in

an academic setting and students find that these skills over a long period of time consume more energy and focus, thinking skills and learning.

Writing is the most challenging skill for second language or foreign language learners to acquire, according to Richards and Renandya (2002: 303). Not only in coming up with ideas, but also in turning them into understandable language. Constraints can also be caused by some inadequate writing skills or media, such as for example lack of references, lack of reading, or untrained writing talent. Several sub-skills, including adopting the correct form of language, are linked to accuracy, according to Spratt, Pulverness, and Williams (2005: 26). Spelling must be correct, writing must be clear, punctuation must be correct, vocabulary must be appropriate, grammar must be used appropriately and correctly, sentences must be combined correctly, and paragraphs must be used correctly.

Writing has been a part of most English language courses as one of the four language skills. One of the causes is that an increasing number of people need to learn to write in English for work or school. Students in the English department, in particular, must learn to write in order to prepare for their final academic project, thesis writing. As a result, writing is on par with the other language skills in terms of student needs. Writing is widely seen as the most challenging skill for foreign language learners to acquire. This is due to the fact that there are several components involved. Such as punctuation and capitalization, material, rhetoric, vocabulary, grammatical structures, and writing mechanics, must be taken into account when a learner in writing (Hartfiel, 1985: 102).

There is a process of addressing students in the teaching and learning process. In general, the end result of the learning process, namely what students expect as fluent and knowledgeable language users, is based on a product-oriented approach. On the other hand, this curriculum focuses mainly on different tasks in the classroom that are assumed to promote the development of abilities for language use. The above approach can likewise

be applied to writing instruction. Traditional writing instruction, which focuses on the output, pays little attention to assisting students in developing their ideas. It's no surprise that writing activities grow tedious, dry, and monotonous, according to (Leki, 1996: 172). Therefore, it is necessary to have a process approach for the student that is in accordance with the character of students so that the teaching and learning process is not scary and stressful for students.

Competency is used to define the goals and objectives to be met in a way that allows students' knowledge, skills, and abilities to be easily assessed. Students' capacity to use language abilities in scenarios typically encountered in everyday life is one of the teaching strategies or kinds of competency that are required of them. The set of outcomes or competency is derived from an examination of the tasks that students must complete in their various life roles stated by (Richards and Rodgers, 2002: 141). CBLT (Competency-based Learning Instruction) organizes its language teaching approach around curriculum-based competences (CBC), which is a collection of regular education program to teach students how to be competent in a variety of life abilities, each of which can be made up of a set of competency or learning objectives. The acquisition of knowledge, skills, attitudes, and abilities required to promote achievement is referred to as competency. All of these skills have been standardized to meet societal needs.

Recount is a report on the memory of a related event sequence (Siahaan, 2010: 5). Its aim is either to educate the audience or to entertain. Recount is formally the sequence text that does nothing more than sequence event series. Recount contains the historical history. There is no complication among the participants in activities that are conducted in the past period and that differentiates from the narrative. Basically, a report on the experience of a sequence of correlated events is written down. Recount text usually uses the tense of the past. Recount has almost the same shape

as narrative since it has a purpose to tell the action or event in the past, both recount and narrative. Recounting the differences tells the actions of events not only to provide knowledge but also to provide a moral lesson by providing a problem experience and then a problem solving can be done.

The approach's main technique involves the teacher's imitation, copying, and transformation model, which emphasizes the final error-free output. According to (Leki, 1996: 173), "To catch problems in grammar, spelling, and punctuation," is the main goal of students' writing activities. Following this approach, students at the basic or intermediate level, for instance, practice writing grammar. Learners are provided brief texts and told to change all singular nouns to plural nouns, present tense to past tense, and active sentences to passive sentences by the teacher.

In this research, the researcher will focus on students' competency that includes students' ability, students' skills, students' knowledge in writing recount text. The researcher aimed in seeing how proficient students in Junior High School 01 Kradenan were at composing recount texts in this scenario. The researcher analyzed students in the eighth grade at Junior High School 01 Kradenan who were given recount text subjects for this research. The researcher also evaluated at recount text material and enhanced writing abilities based on students' competency, with the goal of determining either students' competency that includes skills, ability and knowledge in writing recount text were great or bad.

Based on the description above, the researcher will conduct a research entitled "AN ANALYSIS ON STUDENTS' COMPETENCY IN WRITING RECOUNT TEXT IN JUNIOR HIGH SCHOOL 01 KRADENAN IN 2020/2021 ACADEMIC YEAR".

## **B. Problem Statement**

The problem statement of the study are as follows:

1. How is the student' competency in writing recount text on students Junior High School 01 Kradenan in 2020/2021 academic year?
2. What is the students' difficulties in writing recount text?

## **C. Objective of the Study**

Based on the problems of this research, the objective of the study are as follows:

1. To describe the students' competency in writing recount text.
2. To describe the students' difficulties in writing.

## **D. Limitation of the Study**

Based on the background of the study, the author limits the research as follows:

1. Subject Limitation

The subject limitation of this research is students' competency in writing recount text.

2. Object Limitation

The object limitation of this research is the students eight grades in Junior High School 01 Kradenan in 2020/2021 academic year, because this research was conducted during pandemic covid19. Thus, very limited subject research because the school is online.

## **E. Significance of the Study**

In this study, the researcher expects the result would be useful for:

1. **Theoretical Significance**

In the learning process should encourage their curiosity, inspiration, and enjoyment in writing through technology, students'

writing skills. Therefore, this study is expected to provide information about the students' ability in writing recount text for Junior High School level, find out problems in writing, especially writing recount text and how students master writing, and provide students with several benefits for students, teachers, and students. the next researcher.

## **2. Practical Significance**

### **a. For the students**

In this study, students have to remember several laws in a different system of their own language in foreign language writing skills, unless they use the foreign language in their everyday life. Students can develop the writing skills of students and can develop the competency of students in writing recount text.

### **b. For the teachers**

This study will strengthen the capacity of teachers to cultivate imagination and successful writing teaching techniques. The teacher's approach is often improved to teach writing so that difficulties encountered in the classroom can be solved.

### **c. For the further research**

For further research, this study can be a source of learning about student competency analysis in writing recount text.

## **F. Research Paper Organization**

The researcher divides the research paper into five chapters in order to make it more understandable to the readers, there are:

Chapter I is the introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, significance of the study, research paper organization.

Chapter II is the review of related literature. It consists of underlying theory, previous study.

Chapter III is the research method. It consists of type of the research, subject of the study, object of the study, research data and data source, method of collecting data, technique for analyzing data.

Chapter IV is result of the study an analysis on students' competency in writing recount text in Junior High School 01 Kradenan.

Chapter V consists of conclusion and suggestion.